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ABSTRACT

State-wide planning toward environmental education in Hawaii was initiated by a volunteer group of citizens called The Citizen's Committee for Environmental Education. Based on their activities, this report: (1) enumerates the concerns underlying the establishment of the committee, (2) outlines the process and results of the interviews, workshops, and conferences conducted by the committee, and (3) presents the resulting recommendations of the community for a state-wide plan for environmental education. Following an assessment of needs, the major objective of the proposed program is to establish an environmental education service center in the state, concerned with the initiation and stimulation of educational processes which deal with man's relationships with his natural and man-made surroundings. The center would function under a mixed structure of public and private enterprise to assist and stimulate existing agencies in their work in environmental education. Detailed in the report are the general objectives and scope of the proposed program, structure of the proposed center, its status, funding, duties of the director and personnel, program, and budget. Supplementary information includes summaries of workshop questions and evaluations relating to the needs, priorities, and means of program implementation. (BL)

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HAWAII IS UNIQUE

Citizens Committee For Environmental Education

SE 016 133

ED 081579

A STATE-WIDE PLAN FOR ENVIRONMENTAL EDUCATION

PREPARED BY THE CITIZENS' COMMITTEE
FOR ENVIRONMENTAL EDUCATION IN HAWAII

February 1973

MEMBERS OF THE COMMITTEE

Siegfried Ramler, Chairman

Punahou School

Sister Edna Demanche

University of Hawaii, Lab School

Frederick Gross

Waialua Sugar Company

James Hughes

Student, High School

Irwin Lane

Parks & Recreation, County

Mrs. A. Q. McElrath

International Longshoremen &
Warehousemen's Union

Steven Montgomery

Student, University of Hawaii
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Margaret Oda

State Department of Education

Robert Steiner

Educational Television

Meyer S. Bogost

Liaison, Office of Environmental
Quality Control

Dr. Thomas Hamilton

Consultant to the Committee

Dr. Dennis Hirota

Consultant to the Committee

INTRODUCTION

State-wide planning toward environmental education in the State of Hawaii was initiated by a volunteer group of citizens, now operating under the title of THE CITIZENS' COMMITTEE FOR ENVIRONMENTAL EDUCATION. This report sets itself the following tasks:

- To present the concerns underlying the establishment of the committee;

- To outline the process and results of the interviews, workshops and conferences conducted by the committee;

- To present the resulting recommendations of the committee for a state-wide plan for environmental education.

The Citizens' Committee has accepted for its working definition the statement on environmental education contained in the Federal Environmental Education Act (P.L. 91-516).

"'Environmental Education' means the educational process dealing with man's relationship with his natural and man-made surroundings and includes the relation of population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning to the total human environment.

The education that is envisioned by the Act is problem-solving, issue-centered learning. It deals with all forms and levels of life, especially man's inter-relationships with his environment. By its very nature it provides a focus for learning activities which will prepare participants for live situations.

HISTORY OF THE CITIZENS' COMMITTEE

In the spring of 1971, four citizens, prompted by personal interest and concern in environmental education, and frustrated by the near impossibility of getting effective State-wide work underway, met together informally to discuss the problems of environmental education in Hawaii. These four were:

Sister Edna Demanche, Curriculum Research and Planning Group, College of Education, University of Hawaii.

Mr. Irwin E. Lane, Department of Parks & Recreation
City & County of Honolulu

Mrs. Margaret Oda, Director, General Education Branch,
Department of Education
State of Hawaii

Mr. Siegfried Ramler, Chairman, Department of Instructional Services and Curriculum Development
Punahou School, 1601 Punahou Street
Honolulu, Hawaii 96822

The group approached Dr. Richard Marland, Director of the Office of Environmental Quality Control, for advice and assistance. Dr. Marland gave wholehearted encouragement to the group and pledged the full support of his office in facilitating its work. It was resolved at the outset that the group be completely citizen oriented and independent of State government in its direction and activities, other than such administrative and logistic support as the Office of Environmental Quality Control could provide.

The first report of this group, issued on July 28, 1971 (Appendix A) recommended that a task force come into being with the mandate to plan and define the scope and nature of activities which should constitute the core of an environmental education program for the State of Hawaii. The task force was comprised of the four original volunteers with the addition of other invited members to broaden the scope of interest and expertise. This task force, subsequently called THE CITIZENS' COMMITTEE FOR ENVIRONMENTAL EDUCATION, is listed in the front of this report. Two part-time consultants were retained to work primarily in data gathering and development of an organizational scheme. Recognizing that funds would be necessary to provide for staff support, the conduct of workshops and the gathering of data, a proposal was submitted to the Department of Health, Education and Welfare, Office of Environmental Education, Washington, D. C., asking for \$24,000 in planning funds. The sum of \$6,000 in staff and administrative support was pledged by the Hawaii State Government. In April 1972, the planning grant was made and the more intensive work on a state-wide plan was begun.

First efforts of the committee were given to drawing together state-wide citizen interest and input of planning ideas. It was felt that for the plan to be successful it should not only reflect the participation of various organizations in the State concerned with problems of the environment, but that it would also benefit from such participation by citizens unaffiliated

with any organization. One of the consultants personally interviewed representatives of some eighty environmentally oriented public and private organizations. An additional eighty-five local industries and organizations were canvassed by mail to which sixty responded with ideas in environmental planning. (Appendices B & C list these organizations). Correspondence was undertaken with other States seeking information on how these States assured citizen input.

On completion of the first phase of this planning process, a series of public evening workshops was announced for receiving planning ideas from the general citizenry. Four meetings were held on the geographically separated neighbor Islands; and five in the City & County of Honolulu on the Island of Oahu, where roughly three-fourths of the population of the State resides. (Dates, places, and attendance at the public workshops are listed in Appendix D.)

Following the completion of these workshops, the information gathered was assembled, analyzed, and discussed by the committee.

On September 16, 1972, a state-wide conference was convened. Representatives from the previously held neighborhood and neighbor Island workshops were brought together, along with representatives from government, educational, and private agencies. Mr. Richard Rocchio from the Center for Research and Education in Denver, Colorado, who is Project Director for the

Colorado Interim Master Plan for Environmental Education, was the invited luncheon speaker. The purpose underlying this process of obtaining input from citizens and organizations was to determine the nature and extent of existing programs, the major identifiable needs existing in the State of Hawaii in the area of environmental education, the hierarchy and seriousness of these needs, and suggestions as to the directions which a State-wide plan should take. Most of the day was spent in small group sessions discussing prepared questions relevant to state-wide environmental educational planning. Written summaries of ideas were submitted from each group of discussants with opportunity for further input from individuals.

Ideas obtained at this conference were compiled and analyzed. These, together with the deliberations of the Citizens' Committee, gave the thrust and set priorities for the Hawaii plan presented in the next section.

HAWAII'S PRESENT NEEDS IN ENVIRONMENTAL EDUCATION

The following summary of environmental education needs is based on the information and data gathered by the committee at the workshops, the September 16 conference, from consultations and correspondence and from other planning activities. (Appendix E)

1. Present environmental education activities in the State of Hawaii are characterized by a lack of focus. There is need to establish communication, coordination and cooperation among the various private and public entities working in environmental education in the State of Hawaii.

2. There is need for the availability of lively and accurate teaching materials and curricula for the use of teachers and community organizations engaged in formal and non-formal education.
3. There is need for methods and programs to stimulate community awareness of the scope, complexity and consequences of environmental problems and proposed solutions and for the availability of accurate environmental data on environmental issues, including access to appropriate resource persons and literature.
4. There is need for the establishment of training programs in environmental education, both for teachers in the formal educational process and for community organizations concerned with environmental problems.

THE PROPOSED PROGRAM - GENERAL OBJECTIVES & SCOPE

Based on the needs demonstrated above, the objective is to establish in the State of Hawaii an environmental education service center. This center will be concerned with the initiation and stimulation of educational processes which deal with man's relationships with his natural and man-made surroundings. For example, in these relationships would be included such concerns as population, pollution, resource allocation and depletion, conservation, transportation, technology, and urban and rural planning as they relate to the total human environment.

The Committee, based on its consultations and conferences, proposes that the state-wide program be concerned with both formal and non-formal education activities. To confine the state-wide program to the public and private schools and universities would be to omit a segment of the population involved in the making of daily decisions. It is the feeling of the Committee that education for the environment is too important to wait the emergence into adult life of another generation.

It will be beyond the scope of the proposed Center to carry out on its own routine teaching functions or substantive research projects. It is rather intended to serve as a catalyst, a facilitator, a coordinator, a stimulator, and identifier of needs. Its primary function will be to assist and stimulate existing agencies in their work in environmental education.

STRUCTURE OF THE PROPOSED CENTER

The State environmental education center shall be known as the Hawaii Center for Environmental Education.

This Center shall be composed of a small, competent, salaried working staff consisting of a director with one or more assistants and adequate supporting services (See Appendix F for descriptions).

The Hawaii Center for Environmental Education shall be governed by a Board of Directors of fifteen (15) citizens with staggered three year terms. The Board of Directors will be established as follows:

- Four (4) members to be appointed by the Governor to represent State agencies concerned with environmental education
- Five (5) members to be elected by prominent environmental organizations within the State
- Six (6) others to be selected by the Board, as constituted above, to reflect a broad coverage of community representation, including business, government, professions, media, etc.

The mixed composition of the Board of Directors, as outlined above, combining private and governmental participation, appears to the committee to be the most appropriate formula for the establishment of the proposed center.

The Hawaii Center for Environmental Education would function under a mixed structure of public and private enterprise which has proved successful in other functional organizations in Hawaii. The office would have a strong relationship with the State Office of Environmental Quality Control and State government by reason of four officially appointed members of the Board. However, it shall function as a private, non-profit, corporation under its Board. Both governmental and private granting funds could be received and administered according to the terms of contract with the granting agency.

STATUS AND FUNDING

From the beginning the committee has been fully aware that its efforts, to be successful, will require the participation and support of citizens. However, it is unrealistic to assume that one or more private organizations would come forward to finance the proposed center on a sustaining basis.

IT IS RECOMMENDED that the Hawaii Center for Environmental Education be established as a private, non-profit corporation. State funds would be made available to this Center through the method of contract, whereby the State Legislature would be asked to appropriate to a suitable State agency a given amount of money to be used to contract for an environmental education activity for

the State. Review and evaluation of this program by the State, would be accomplished through the members of the Board of Directors appointed by the Governor and through the provisions of the contract.

The proposed Center, established as a private, non-profit organization, would be in a position to solicit private funds for the support of its programs. Furthermore, this type of organizational structure does not preclude the solicitation and acceptance of Federal funds for the conduct of certain aspects of the program.

DUTIES OF THE DIRECTORS

The Board of Directors is seen as the successor to the Citizens' Committee. Its first tasks will be:

1. Complete its own membership of fifteen (15) according to the listed schedule
2. Appoint the Director of the Hawaii Center for Environmental Education and arrange for the selection of his assistants and supporting office services.
3. Cause the Hawaii Center for Environmental Education to implement an environmental education process beginning with the plans and findings of the Citizens' Committee, making modifications, additions and deletions as the need for these become apparent.
4. Review and evaluate the work of Hawaii Center for Environmental Education at regular intervals.
5. Hold final responsibility for Hawaii Center for Environmental Education work.
6. Receive grants to be administered by the Hawaii Center for Environmental Education and hold the final fiscal responsibility for their disposition.

DUTIES OF THE HAWAII CENTER FOR ENVIRONMENTAL EDUCATION

The Director and his assistants shall be given the charge to:

1. Implement the directives of the Board of Directors concerning environmental education action, and disburse funds for its accomplishment;
2. Report to the Board of Directors at regular intervals concerning current environmental education action and financial status.
3. Advise the Board of Directors of appropriate action to be undertaken for the most effective and efficient accomplishment of its tasks.
4. Evaluate existing environmental education programs, activities, and projects relative to the needs in Hawaii and to the goals inherent in the programs themselves. This essential service, not presently performed by any group, may need to be undertaken, at least essentially, by the Hawaii Center for Environmental Education and put on a firm footing which commands respect for its thoroughness, balance, and effectiveness as a tool in pointing new directions.

THE PROGRAM

A precise blueprint for the future of any educational program can never be designed. Needs change, new problems arise, dynamics are altered. However, the following is indicative, rather than definitive, of the kinds of programs with which this agency should be concerned at the outset.

1. General

A. Inventory present environmental education programs as to purpose, content and personnel.

B. Identify areas not now being attended, and devise means to get existing organizations interested in these. Where

this is not possible, undertake the activity, but with the hope that an organization will subsequently develop the interest to assume the responsibility.

C. Identify gaps in our knowledge of environmental education which serve as hindrances of the program. Develop a system of priorities based on the relevance of these voids to the program. Encourage, and perhaps participate in funding research agencies, particularly the University, to undertake educational research in these fields.

D. Encourage, and possibly assist in funding, the University to develop an environmental data bank to the end that any organization operating an environmental education program can have quick and ready access to the needed data.

E. Give particular attention to devising and implementing techniques for improving communication between all groups concerned with environmental education - local, state, national and international.

F. Serve as liaison with the Federal Government in this field giving particular attention to federal funding possibilities.

G. Provide professional assistance to organizations either operating or contemplating operating an environmental education program. Such assistance should include help in designing the program, the identification of useful materials, providing a list of individuals who would be useful in instruction and devising means of evaluation.

2. Formal Education

A. Cooperate with, stimulate and assist the Department of Education, the University and private and parochial schools and colleges to develop and install an environmental component in the curriculum from kindergarten to the baccalaureate level.

B. Encourage all institutions of higher learning in the State to make certain that prospective teachers are provided with knowledge of the environment and the best means of communicating this to students at various levels.

C. Develop, or have developed, a minimal list of books and other education material necessary for each level of education to be available to libraries.

3. Non-Formal Education

A. Maintain liaison with and serve as a resource entity for all agencies concerned with environmental education except the schools.

B. Publish and distribute a monthly newsletter containing current environmental information.

C. Develop programs of various types and lengths for the use of television, both educational and commercial, and radio.

D. Produce press releases and distribute to all the media.

E. Keep an inventory of all volunteers in the State who are available to work in environmental education programs along with a notation of the special competencies of each.

4. Special Neighbor Island programs.

A. Encourage the Mayor of each of the Neighbor Islands to designate an official to serve as a liaison for the program.

B. Identify the environmental problems peculiar to each of the Neighbor Islands, and assist in development of educational programs to deal with each.

C. Bring the services, resources and ideas of both the formal and non-formal educational programs to the Neighbor Islands.

PERSONNEL

The Committee recognizes that it may be impossible to start this program with the optimum personnel. In view of this two possibilities are here presented, the first of which would be considered the initial optimum arrangement, the second the minimal program necessary to get the program off the ground. Subsequently, budgets will be presented in the same terms.

1. The Initial optimum Personnel

The Director. It is not essential that this man or woman be an educator, although such a background would be helpful. It is more important that the Director be a good administrator, an articulate spokesman, and knowledgeable as to how desirable ends are attained in Hawaii both in the public and private sectors.

The Assistant for Formal Educational Programs. This individual should have had educational experience since much of the work will be with school systems in Hawaii.

The Assistant for Neighbor Island Programs. In some ways this individual would need to be the broadest gauged of the three assistants, for he must deal with all aspects of the program. He or she might well come from a Neighbor Island, and possibly be stationed on one.

The Research Associate. While it is not intended that this agency engage in large scale research projects, some activity of this sort will be needed. A particular disciplinary background is of less importance than the ability to handle data, identify sources, and do good research design.

2. The Minimum Personnel Needed

The Committee feels that this program could get started with a Director, one assistant, a secretary and some support funds.

BUDGET - Under Optimum Conditions

1. Salaries

A. Director	\$ 19,000
B. Three Assistants at \$14,000	42,000
C. Research Associate	12,000
D. Three secretaries and clerks	18,000
E. 10% of salaries to cover fringe benefits	<u>9,100</u>

SUBTOTAL 100,100

2. Production of publications and materials 20,000

3. Office Supplies 5,000

4. Travel 5,000

5. Funds for grants and contracts 200,000

6. Contingencies 5,000

SUBTOTAL OPERATING 335,100

7. Equipment (one time expenditure) 7,000

GRAND TOTAL \$342,100

THE MINIMUM BUDGET

1. Salaries

A. Director	\$ 19,000
B. One assistant	14,000
C. One secretary	6,000
D. Ten percent of salaries to cover fringe benefits	3,900

TOTAL	\$ 42,900
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This budget assumes that it will be possible for the agency to raise from the private and federal sector enough money to care for all other expenses contemplated by the agency.

July 28, 1971

The Honorable John A. Burns
Governor of Hawaii
The Capitol
Honolulu, Hawaii 96813

Dear Governor Burns:

At the request of Dr. Richard Marland of the Office of Environmental Quality Control a committee was appointed to recommend steps towards a general plan for State-wide environmental education.

Enclosed is the recommendation of the committee submitted for your consideration.

Sincerely yours,

s/ Siegfried Ramler

Siegfried Ramler, Chairman of
the Committee
Director, Instructional Services
Punahou School

EXHIBIT A

I. General Goal

The goal of the committee is to establish guidelines and make recommendations for the establishment of an Office of Environmental Education which would coordinate resources in the State of Hawaii, including personnel, organizations and materials, for an effective and continuing impact on environmental education.

II. Current Situation

At the present time the work of the following institutions touches on environmental education in the State of Hawaii:

- Department of Environmental Quality Control, State of Hawaii
- Other State agencies, such as the Department of Health, etc.
- Environmental Center, U.H.
- State Department of Education
- City and County agencies
- Private and parochial schools
- Communications media
- Volunteer organizations

The above institutions have ongoing programs with environmental concerns which vary in scope and impact, but may be broken down into the following general categories:

- State Department of Education planning on environmental studies
- Individual public and private school programs and courses throughout the State
- University programs and courses
- Foundational Approaches in Science Teaching (FAST) programs affecting schools throughout the State
- Educational efforts by State and municipal agencies
- Educational efforts by volunteer organizations, the media, etc.

III. Proposal

To create a coordinating office for environmental education which would accomplish the following objectives:

- a) Act as a clearing house and communication center for State-wide programs in environmental education
- b) Act as a source of information and dissemination of environmental resources available in the State of Hawaii, as well as other regions.
- c) Act in a consulting capacity to define priorities, implement projects and suggest methods of approach in State-wide environmental education.
- d) Recommend allocation of funds from federal, state, municipal and private sources to implement State-wide efforts in environmental education.
- e) Act as a catalyst for environmental education in the State of Hawaii.

IV. Proposed Organizational Structure

The proposed Coordinating Office for Environmental Education would be responsible to the Environmental Council to be appointed by the Governor, and particularly to the committee of the Council dealing with environmental education.

To give the needed stature and impact to the proposed office, consideration should be given to its location in the Governor's Office of Environmental Quality Control and empowering it to deal directly with government and private entities concerned with environmental education.

V. Recommendation for Immediate Action

It is recommended:

a) That a task force of a consultant and appropriate support be appointed to plan and define the scope of activities of the proposed office of Environmental Education.

b) That the Consultant possess the following general qualifications: Successful experience in planning, coordinating and executing State-wide programs of multidisciplinary content; experience at the executive level in dealing with governmental and private organizations.

c) That the above task force define long-range and benchmark objectives for a program of environmental education throughout the State, affecting both young people and adults.

d) That the task force make an assessment of needs in the State and identify certain areas of environmental concern which merit immediate attention by educational programs.

e) That the task force define and structure the mechanisms by which environmental interests of State, municipal and private institutions, including volunteer organizations, communications media and others, can cooperate in the implementation of State-wide environmental education.

f) That the task force identify the principal resources which could be enlisted to aid the State-wide educational effort including sources of funds, personnel, institutions and materials.

g) That the task force make specific recommendations for staffing, office organizations and support resources for the proposed Office of Environmental Education.

h) That the task force be appointed with the least possible delay and complete its work not later than 4 months after date of its appointment.

i) That the task force, upon completion of its work, make a full report to the Environmental Council of the State of Hawaii.

VI. Funding

To accomplish the recommendations outlined under V, approximately \$20,000 should be requested by the Office of Environmental Quality Control from the U.S. Office of Education. This nonrecurring expenditure would cover the expenses of the proposed task force within a four-month period.

Signed by: Sister Edna L. Demanche
Irwin E. Lane
Margaret Oda
Siegfried Ramler

APPENDIX B

American Cancer Society
American Friends Service Committee
American Institute of Planners
American Society of Civil Engineers

Bernice P. Bishop Museum
Boy Scouts of America, Aloha Council
Castle & Cooke
Chamber of Commerce of Hawaii
Citizens for Hawaii

City & County of Honolulu
Office of Human Resources
Conservation Council of Hawaii
Environment Group, Hawaii
Friends of Foster Gardens, Inc.
Friends of the Earth

Garden Club of Honolulu, The
General Contractors Association of Hawaii
Girl Scout Council of the Pacific
Hawaii Association for Supervision and
Curriculum Development
Hawaii Audubon Society
Hawaii Council for Housing Action

Hawaii Hotel Association
Hawaii Science Teachers Association
Hawaii State Federation of Labor, AFL-CIO
Hawaii Tuberculosis and Respiratory Disease
Hawaiian Historical Society

Hawaiian Sugar Planters Association
International Longshoremen & Warehousemen's
Union
Kamehameha Schools
League of Women Voters of Hawaii
Milici Advertising Agency

Oahu Development Conference
Punahou School
Sierra Club, Hawaii Chapter
State Department of Education
U. S. Corps of Engineers
U. S. Navy, Pacific Division
University of Hawaii Laboratory School
We, the Women of Hawaii

Appendix (B) Continued

Baldwin High School
City & County of Honolulu
Department of Parks & Recreation
Dole Corporation
Junior League of Honolulu, The

Life of the Land
National Area Reserves System Commission
Outdoor Circle

APPENDIX C

State of Hawaii

- Department of Accounting & General Services
- Department of Defense
- Office of the Governor
- Department of Hawaiian Home Lands
- Department of Planning & Economic Development
- Department of Social Services & Housing

- Department of Transportation
 - Airports Division
 - Harbors Division

United States Air Force, Pacific

United States Department of Agriculture
Soil Conservation Service

United States Department of Interior
Fish & Wildlife Service

University of Hawaii

- Air Quality Task Force
- Environmental Center
- Water Resources Research Center

Windward Citizens' Planning

WORKSHOP SCHEDULES

(all workshops will commence at 7:00 PM)

<u>Date</u>	<u>Location</u>	<u>Panelists</u>
May 8, 1972	Kauai High School, Nawiliwili	Mrs. A. Q. McElrath Mr. Siegfried Ramler Mr. Meyer Bogost
May 9, 1972	Hilo High School, Hilo (Cafeteria)	Mr. Frederick Gross Mrs. Margaret Oda
May 10, 1972	Konawaena High School, Kona	Mr. Frederick Gross Mrs. Susan Fristoe
May 11, 1972	Baldwin High School, Wailuku Maui	Mr. Frederick Gross Mrs. Susan Fristoe Mr. Meyer Bogost

May 15, 1972	Waipahu High School, Oahu	Mrs. Margaret Oda Mr. Irwin Lane Mr. Frederick Gross Mr. Meyer Bogost
May 16, 1972	Castle High School, Kaneohe	Mr. Steven Montgomery Mrs. Susan Fristoe Mr. Irwin Lane
May 17, 1972	Kalani High School, Oahu	Sister Edna Demanche Mr. James Hughes Mr. Claude Burgett Mr. Meyer Bogost
	Farrington High School	Mrs. A. Q. McElrath Mr. Siegfried Ramler
May 18, 1972	McKinley High School, Oahu	Sister Edna Demanche Mr. Irwin Lane Mr. Steven Montgomery

APPENDIX E

OPENING REMARKS MADE BY SIEGFRIED RAMLER, CHAIRMAN, CITIZENS'
COMMITTEE FOR ENVIRONMENTAL EDUCATION, ALA MOANA HOTEL, HONOLULU,
SATURDAY, SEPTEMBER 16, 1972

On behalf of our committee may I thank you for giving up a Saturday to join us in this task today. Particular appreciation should go to the delegates who have come to Oahu from the neighbor Islands. You as a group represent a community of expertise and concern. As you can see from the roster of delegates assembled here today, you come from a wide variety of professions, environmental groups, public and private education, government, business, labor, media and student affiliations. It would indeed be a shame to allow the energies which you have spent in coming here and working for one day to evaporate in the afternoon of September 16. We feel strongly that you represent a continuing resource upon which we hope to continue to call.

Perhaps I should briefly address myself to a fundamental question: What is environmental education? A simple definition of the term is impossible but there are some notions which one might suggest. One has to do with the development of an environmental ethic both through formal and non formal education, which takes into account an all pervading inter-relationship between man and nature and the responsibility which man bears towards his environment in his daily life. Another approach to a definition is the notion of the development of an environmental literacy which will give our community a better understanding of how we are affected by our environment and how we in turn affect it. We agreed that we must approach this concern from a very broad point of view and that it probably should not be compartmentalized in our planning efforts.

Fundamental to our concern here today is the conviction that ultimately it is only through education that we can have a true impact on the future shape of our community. Legislation or governmental measures concerning environmental protection are obviously necessary and will continue to be necessary, but very often amount to no more than stop-gap measures to deal with a particular crisis.

The Citizens' Committee for Environmental Education came into being approximately a year and a half ago when a number of us were notified of an environmental education act passed by the U. S. Congress which established an Office of Environmental Education in Washington to stimulate planning projects in the 50 states. When several of us in education began to formulate projects in various schools and institutions, we realized that we have only a very meager knowledge of the resources available to

us, and no clear idea of educational priorities and approaches. For that reason, the Citizens' Committee was formed in order to initiate the formulation of a plan which would give our community a base from which to start. I'd like to stress that we are a community group entirely independent of the state government, though we have been relying on the administrative support of the Office of Environmental Quality Control, thanks to the help of Dr. Marland and his staff. Last spring we submitted a proposal for the preparation of a state plan to the Office of Environmental Education in Washington which was funded, and which has enabled us to conduct workshops and to hold this conference here today. We were fortunate in obtaining the help of two fine consultants, Dr. Thomas Hamilton and Dr. Dennis Hirota, who have helped us draft materials and establish community contacts. The workshops which were conducted on all the islands last May were an attempt to elicit ideas, suggestions and needs from anyone who cared to come. The working material you have before you today represents the summary of the suggestions from the workshops, as well as the thinking of the committee at the present time. Our task today is to gather the elements on which a coordinated state-wide plan for environmental education will be based.

In specific terms, it means putting down your thinking on the questions, many of which are quite specific, relating to the needs, priorities, and the means of implementation so that they can be compiled and can become the building blocks for the plan. Many of you, of course, have special interests relating to the environment. May I suggest to you that it should be the spirit of today's conference to try to integrate these interests into a total plan, for the benefit of our whole community. At the end of the session Dr. Hamilton will give us a brief summary and tell you more specifically where we will go from here. You will certainly have a report of the conference in your hand within a short time and we fully intend to keep you posted on all further developments.

QUESTIONS

Question No.

1. What are some of the needs to be met relating to present efforts?
2. What should be the scope and objectives?
3. How can a State-wide program be responsive- effectively - to the educational aspirations of groups with specialized interests in a certain phase of the environment such as water quality, air quality, noise abatement, aesthetics, secondary effects on environment caused by major disruptions of the environment, etc.?
4. How should whatever agency is responsible for the program function?
5. How should the special needs of the Neighbor Islands be met?
6. How should the administration of this program relate to state and county governments?
7. How should money available to the program be utilized?
8. What kinds of skills should characterize the personnel of the agency?
9. How should the program be evaluated?

(NOTE: All groups were asked to discuss questions 1 & 2. Individual groups - numbered 3 to 9 - discussed the matching question.)

GROUP	CHAIRMAN	RECORDER
3	Dr. Doak Cox	Gertrude Humphries
4	Joan Hayes	Duane Preble
5	Linda Lemke	Virginia Isbell
6	Dr. David Sears	Mrs. David Sears
7	Shirley Miyasato	Roy Takeyama
8	Dr. Francis Pottenger	Edward Lui
9	Sister Edna Demanche	William Mull

Question No. 1

Group 3

I. Among needs to be met related to the present efforts, we ranked the first four which were not on the original list:

1. Identification of source and objectives
2. Methods of stimulation and motivation.
3. Training of teachers and leaders
4. Evaluation of efforts

From the original list we ranked first:

5. A clearing house

II. A. We thought that needs, or this minor image, appropriate objectives, were a tonic that meant consideration at a special session exclusively devoted to it. Such a session should be concerned with the extent to which the effort should deal with subjective matters such as value judgments, statements of environmental ethics, etc., in addition to the objective informations that should certainly be included. We considered that certain subjective aspects must be included: As development of environmental awareness and importance of valuation processes.

- B. 1. Among the original questions as to score, we considered the first three mutually exclusive, and among them selected: "Be concerned with both formal and informal education."
2. Between the next two questions, also mutually exclusive, we selected: "Be concerned with both the gatherness of information and its dissemination." But we didn't include in the gathering of the original development of the information (research).
3. We added to the question as to score, without an answer, the question as to: "Priority of target is population."

EVALUATION

We considered the originally listed environmental choices of interest to special groups were too much slanted to pollution problems, as opposed to resource limitation problems, and recommended that the entirety of choices be dropped. As to ways that the program could best meet the needs of the special groups, we revised and added to the original list without ranking, as follows:

1. By making available, on request, consultation on planning methodology and evaluation
2. Helping to develop learning materials
3. Providing a referral service in locating experts, including competent teachers
4. Providing physical facilities

5. Furnishing grants in aid to get projects started.
6. Advising on means for motivation and stimulation of the desire to learn
7. Providing liaison with other groups concerned with similar problems.
8. Recommending increased availability of appropriate public documents and records

Question No. 3

I. Needs to be met relating to present efforts

5. Definition, scope and objectives
6. Methods of stimulation and motivation
7. Training programs for teachers and community leaders
8. Evaluation

II. Scope and Objectives

A. Scope

1. Concerned with both formal and informal education
2. Concerned with gathering and dissemination of information
3. Priority of target population

B. Objectives

1. Question of Environmental Education objectives requires special session exclusively (which Group III recommends)
 - a. Should it include subjective value judgments, clarifying statements of environmental ethics
 - b. Should emphasis be on awareness and valuing process

Question No. 1

Group 4

1. Unification of effort (clearing house bringing experts together)
 - a. Communication
 - b. Information. Clearing House (communication): Professional help in both information and its transmission
2. Hawaiian People's (residents) Bureau
3. Investigation of personal values
4. Environmental Ethic - Kokua Code
5. Emphasis on local instructional material
6. It should reach children and adults equally and it should not be confined to formal education

Question No. 2

1. Concern with both formal and informal education
2. Create awareness of the individual and how he affects the environment (sensitivity to interrelationships) and how he is affected by that environment
3. Knowledge of how to act effectively
4. Priority of values based on environmental ethics

Question No. 4

1. (E) "Work through both formal and informal programs, but meet directly any needs with which these do not deal."
2. Should not be within existing organization
3. Not dependent on political organization
4. Goal: Rapid expansion of involved group
5. Need statewide (non-political advisory and coordinating committee for leadership
6. Should grow from presently concerned groups and individuals and facilitate their efforts. (Not made up of representatives of present agencies.
7. All volunteer.
8. Executive - paid
9. Paid staff and an advisory group
10. In addition to education in usual sense, develop appointing by entities. Which liaison person to answer questions and receive complaints.

EVALUATION

Group 4

"In general we agree with the remarks of Mr. Rocchio concerning how whatever agency is responsible for the program should function."

Note: Table 4 discussion had decided that there should be an Advisory Group of all volunteers representing the various segments of the community who should be supported by a paid executive and staff.

This group should work through both formal and non-formal programs but should also meet directly any needs with which those programs do not deal.

In addition to education in the usual sense, develop a program in which appointees from entities which pollute, liaison persons, would answer questions, receive complaints and explain such pollution and who would become missionaries back to their companies to control pollution.

Question No. 1

Group 5

1. Effective communication (internal) between environmental interests. Unification of information and efforts (clearing house) (book of resources). Responsible person or staff on call (hot line).
3. Citizen planning (part of proper representation of community).
4. Decentralization of efforts, coordinated.
6. Keep simple.
7. Begin with schools (interdisciplinary approach). Try to develop attitudes. Television, radio, newspapers (produced by individual groups, schools, etc.). Citizen originated. Lobbying agency (external communication), in touch with politics.
10. Get people active, not passive.
11. Population awareness.
12. Tie in with personal survival - approach to environment
13. Involvement and understanding of planning (airport development, tearing up a street, zoning.)
14. State monitoring (pollution) system (data) physical, flora, fauna.
15. Stay divorced from vested interests.
16. Funding of staff kept untainted.

Summary

1. A clearing house for where to find information: It will include a staff person who knows where to find information and a resource book that would tell where resources are located. (Resources would be knowledgeable people, films, etc.)
2. Need more citizen planning committees.
3. Decentralization of efforts (like various groups doing different things) with coordination and communication between groups through a newsletter.
4. Develop a lobbying agency for government

Question No. 2

1. Staff should make contacts (find out what is available and coordinate). (DOE, Government, UH, other States, other countries). Coordinate with local organizations and get these informations.
2. Make it a part of school curriculum, nontraditional. Using community resources and problems. Stress inter-departmental approach, inservice training of teachers.
3. Educate decision makers (business, industry, legislative). Informal education.
4. Alternative life styles (economics) (consumption), materialism).
5. Commitment - how to get population involved.
6. Get information to housewife (hints from Heloise, how does it affect her life)

7. Enforce laws on pollution - Education public of meaning.

8. Personal awareness, environmental conscience, personal responsibility (for spraying poisons, using non-organic containers).

Summary

1. The staff should have contacts with other organizations to coordinate their efforts and use existing organizations for information.

2. Need teacher training to educate the schools in non-traditional format using community resources. Also, educate the decision makers using an informal method; all to show personal responsibility.

3. Need laws and their enforcement.

4. Need to educate housewives as to what they can do in their role.

5. Majority of effort should be informal.

Question 5

1. Branch office, funded (with voluntary coordinating directors on each Island)

2. Mobile unit instead of office

3. Inventory needs on each Island. Then priority, then assist in finding solutions.

4. Identification of Island resource book: People, places and things.

A. Cloud lab, astronomy lab, parks, films, people, etc.

B. Natural - physical resources on the Island like parks, ponds

C. Library - resources. Speakers, films.

5. Information of outer-island into Oahu news media in addition to local press. News releases from branches.

6. Newsletter.

7. Information to people of the involved Island.

8. Assuming no branch offices: Environmental Commission.
 - A. Advisory Council on each Island with definite authority. Assuming no Branch Office, Central Office have one staff responsible to a specific Island.
9. Main function: Educate and activate.
10. On Advisory Council (assuming no branch office):
 - A. One representative from each high school (student-faculty)
 - B. Department of Health - 2 or 3
 - C. Department of SCS - Districts
 - D. Outdoor Circle
 - E. Life of the Land
 - F. Conservation Council
 - G. HTRDA (T-B)
 - H. Transportation Department
 - I. Industry
 - J. University
 - K. Sierra Club

Advisory Council must be balanced (broad-based Community Organization)

Summary

Branch Offices are needed on each neighbor Island. Each branch office will have a volunteer and an advisory board that should be broad based and balanced. Each branch should be able to make decisions. It should contain an index for people, physical (natural), and library resources. News releases should be made to the local and state press. Reports and newsletters should be made available to Honolulu.

With no branch offices there should be the advisory council with definite authority, and there should be an education program in the secondary schools.

GROUP 6

Question 1

1. Inventory of present efforts (use Hawaii)
Urban
Planning
Information
Center
2. Identification of facilities and physical areas
3. Selective preservation of sufficient varieties of facilities #2
4. Central Agency
5. Funding (\$)
6. Research
7. Establish attitudes that accept the study of the environment as vital for all ages and occupations
8. Establish priorities and where to start
9. Improve public information
10. Honest advertising (disclosure of all effects on the environment)
11. Methods and developments of techniques to make environmental concerns understandable (simple)
12. Develop leverage to develop public awareness
13. Ways and means of conserving non-renewable resources
14. Planetary view of the use of earth's resources

Question 2

1. Worldwide scope (this committee started in Hawaii)
2. Discourage "immoral" consumption
3. Change the value system from money to available energy
4. Formal and non-formal education of all ages
5. Pacific High Island research needed (data gathering)
6. Educate businessmen and legislators (policy-makers) in necessity of environmental protection
7. Find environmentally acceptable economic alternatives

Question 6

There was overwhelming agreement that the program should be an independent legal entity with its own goals and objectives. A consensus recognized the necessity of operating under a legislative mandate and with state funds, but that some independent funding was necessary. Program implementation suggested the need for formal liaison with governmental agencies, with safeguards against more than a minority role by representatives of these agencies. Open but representative membership from all local groups with related interests was urged to the end that community groups be able to tailor activities to their particular situation with the central agency serving more in the role of coordinator for and service to community groups. The committee recognized the changing nature of the ecological scene and sought assurance that a continuous evaluation of priorities be built into any environmental educational program.

GROUP 7

Questions 1 & 2

1. Programs that have broad environmental concerns including all physical and human aspects.
2. Need to encourage, provide and coordinate the specific action activities in environmental areas
3. Programs that young people can relate to
4. Need to devote major efforts to develop environmental concerns as a "life style" rather than a specific program entity
5. Need for an organization to carry out (instruction materials and professional services)
6. Need for an informational clearing house which is accessible to all interested for reports and/or records in environmental studies.
7. Need for a systematic means for informing as many as possible about who is doing what for the environment.

Questions 4 & 8

The agency (organization) should be small, with a very able administrator who has a strong background in education, journalism (public relations and writing), and ecology; and be independently wealthy. It operates primarily as a coordinative and informative center; and supportive only to the extent that funding is supplied or available.

Although not explicitly stated, the mood was that pollution control and anti-pollution efforts may be elements in an environmental education plan, they were not environmental education. They are goals or results of environmental education.

Group 7

Question 7

Only a minimum of any available funding is to be used directly by the agency (organization) for its expenses. (The suggestion of a maximum of 10%, although not pursued, raised no real objection.) The major portions of fundings should be channelled into the action programs such as research, specific environmental education programs, program development and materials.

Group 8

Question 2

1. Education should start at the earliest possible and continue through adult education. A main objective should be to develop awareness of environmental concerns.

2. Build environment into the curriculum in general. It should be broadly based to include all aspects: biology, economics, sociology, etc.

3. Environmental education should extend to both formal and informal systems. Educational experience relating industry work experience to formal education.

4. Develop programs for teachers, which includes a humanistic element.

5. An effort should be made to disseminate balanced information - not propaganda. Improve communication among knowledge groups (industry and academic) to remove bias and prejudice in education.

Question 8

1. Commitment to environmental ethic

2. Technical knowledge and research judgment capability in education, economics, and the sciences, including social science.

3. Administrative and leadership skills

4. Effectiveness in communication, including public speaking, group dynamics and interpersonal relationships

5. Fund raising and legislative lobbying abilities

Four kinds of skills are necessary and, in addition, a commitment to an environmental ethic is recommended. It was readily agreed by this discussion group that scientific expertise must be defined to include competence in the social sciences and economics. Research studies will have to be recommended and evaluated by at least some members of the agency, implying a need for advanced degrees or their operational equivalent. Emphasis must be placed upon the staff's facility with interpersonal relationships, otherwise, his or her wealth of facts and concepts may not be shared, and programs will not get off the ground. Fund raising abilities, whether from government or private sources, are essential, though direct government affiliation is not advisable.

GROUP 9

Question 1

1. Central physical facility
2. Instructional material (including media)
3. Information central (plus branches) Clearing house
4. Development of field study facilities
5. Professional consultant service for environmental action
6. Funding
7. Materials and curricula tailored to Hawaii's environment
8. Qualified educators

Question 2

- | | |
|---|--|
| A. Scope | B. Strategy |
| Formal education | Concentrated Efforts |
| Non-formal | Broad |
| Combination | |
| C. Approach | D. Objectives |
| Combination with emphasis towards dissemination | Acquisition and dissemination of all data needed to understand our Hawaiian environment and our relationship to it |
| Education through action | |
| Research (gathering and analysis) | |
| E. Goals: Equal emphasis on adult and youth education | |

Question 9

1. Criteria for evaluation to be developed by a board of representative agencies with philosophical differences.
2. Criteria for evaluation should include aspects truthful to the Hawaiian environment.
3. No program should be evaluated until its goals and objectives have been established.
4. Program should be evaluated by professional outside evaluators (like schools who have to meet objective standards)
5. Evaluation by groups and individuals using the services of the CCEE
6. Evaluate program in light of established needs.
7. Evaluation by professionals of materials, curricula used in program.
8. Evaluation in terms of objectives which are stated with specific accomplishments readily evaluable
9. P.P.B.S.
10. Members of the evaluation committee must be committed to attending all scheduled meetings. No chronic absentees.

Evaluation

The group stated repeatedly and with emphasis that criteria for evaluation must be drawn from, and be consistent with, program goals. The group agreed that evaluation should be on-going with periodic evaluation by outside professionals. The opinion and satisfaction (or otherwise) of the users and the target population of the program should also be fed in.

REMARKS MADE BY THOMAS H. HAMILTON, SATURDAY SEPTEMBER 16, 1972

Obviously in the few minutes remaining at the disposal of the conference it is impossible adequately to summarize what has gone on today. This is a task which will need the attention of the staff over the next several weeks. It is our plan to have a summary of what has gone on today in your hands within a two week period. It is the hope of all of us that you will communicate with the Chairman giving any reactions which you then may have.

While I cannot begin to list the various matters which you have discussed today, I have noted in my wandering from group to group certain topics which recur with some regularity. One of these has to do with the need for better communication between the groups concerned with environmental education. Some have suggested that this be remedied by the establishment of a clearing house. Another group thought that it would be an excellent idea to regularly publish a newsletter. In any event, there appears to be a fairly widely held feeling that lack of communication is one of our problems.

Several groups have been concerned with the need for developing an inventory of present environmental education activities. I think it only proper to point out that an inventory has been made by the committee, although that body would not pretend it to be 100% complete, but it does exist. It seemed, however, that to burden you with it today would only get in the way of your deliberations.

While only one group was concerned with the need for a physical facility for an environmental education program, it seems to me that this question should be pursued in more detail, for this was a need which the Committee in general felt should not get a very high priority. Thus it becomes important that the reasoning of the Committee be checked against that of this group.

There seems to be very wide spread feeling that the program should be kept away from governmental control. Some favor a completely private approach, others that an agency in charge with environmental education be related to government but carefully insulated. I must note, however, that when the subject of money was mentioned, almost all of you became less friendly toward government.

Now if I may, I shall take a few minutes to outline what will happen next. To very considerable degree, this cannot be done until the Committee determines the direction which its report eventually will take. To illustrate, one does quite different things if it is proposed that a purely private agency accept this responsibility as compared with what one does if it assumed that governmental financial support is necessary.

Certainly the first task is for the staff to prepare the summary of this conference to which I have alluded. Once this is completed, it will have to be discussed at some length by the Committee. Hopefully at that time, we shall have additional written input from you after you have had a chance to read the summary. Through the Committee's discussion there should emerge a general outline of the direction in which the Committee wishes to move.

Then there must be prepared the first draft of a report. Since committees are notoriously bad at writing reports, this will be drafted by an individual.

The first draft will then go back to the Committee for discussion, analysis, criticism, and suggested revisions. This will be followed by a second draft and Committee discussion. This will continue until the Committee is satisfied with the results.

As noted before, what happens then depends on the content of the report itself.

Obviously the task to which you have addressed yourself today is a very very difficult one. Success is never assured. The best we can do is define the problem and work at it.